



Howden St. Andrew's Progress Report June 2021



About our Build Up School

The Build Up School, Howden St. Andrew's Primary is a denominational school which was established in February 1970. Our shared vision, values and aims ensure that we have a relationship based approach and put well-being first for learners, families and staff. Howden St. Andrew's is part of the local community both educationally and socially. We have active and effective Parish-Community links through St. Andrew's Parish Church in Craigshill. We also have strong links with St. Margaret's Academy and the cluster primary schools. We have an active Parent Council and work closely with our partner agencies. We are currently situated in SIMD 2 which means that our catchment includes some areas of high deprivation. We strive to build up our hold school community providing measures for excellence and equity.

We have a Nursery Class and stages P1-P7 with a current roll of 352. Our catchment area serves Howden, Craigshill, Ladywell and Livingston Village. For session 2021-2022, we will move forward with 12 classes with a structure of double stream throughout the school incorporating 3 composite classes. We have an enthusiastic and forward thinking Senior Leadership Team incorporating the Acting Head Teacher, Depute Head , Acting Depute Head Teacher and 2 Acting Principal Teachers. We also have a dedicated Support for Learning Team of Teachers supporting learners across the school. The Nursery Team consist of 2 Early Years Officers, 3 Early Years Practitioners and 3 Pupil Support Workers. We have 8 Pupil Support Workers and a visiting Polish Pupil Support Worker. A Brass Specialist attends the school weekly. We also have a PE specialist 2 days a week. Other things that make Howden St. Andrew's unique are that we have a very multicultural school community incorporating 28 different worldwide languages.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2020/21 and what the impact has been. Our report recognises that we entered a period of school closures in January 2021, and therefore our report takes account of this interruption to in school learning but will also reference any significant steps taken during the period of remote learning. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <ul style="list-style-type: none"> • Our measurable outcome for session 2020/21 was that 85% of all learners will achieve all aspects of Literacy, Maths and Numeracy. <p>NIF Driver: Literacy and Numeracy</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Ensured Covid Operational and Strategic Procedures made everyone feel safe. • Developed a “New Chapter” for our Curriculum Rationale Story called “Agile Learning”. • Developed and launched an Agile Learning Toolkit for staff encompassing Early Years, Inspire, Outdoor, Play, Family Learning, IDL and Digital. • Developed a Visual Agile Learning Toolkit for pupils for each Learning Area. • Developed a Developing the Young Workforce Toolkit • Launched a Family Learning Package • Took part in the Numeracy Recovery Programme • Reviewed our Maths and Numeracy Strategy • Refreshed our Literacy Strategy • Piloted our Curriculum Moderation Maps • Rolled out our Outdoor Learning Programme • Began to enhance our Outdoor Learning Areas with raised beds • Staff trained in Loose Parts • Developed a Remote Learning Toolkit for Lockdown 2 • Developed Engagement Trackers for Lockdown 2 and beyond • Introduced Agile and Inspired Afternoons • Digital Award <p>Evidence indicates the impact is:</p> <p>-Attainment across the school has increased within the last year with approximately 85% of all children attaining national levels for Listening and Talking, Reading and Numeracy. An example of this is our P7 children whose attainment in reading has increased by 37% since 2017. Writing attainment sits at approximately 75% across the school. This is an increase to previous years but still requires intense targeted support measures.</p> <p>-Engagement and Participation Analysis informs us that during Lockdown (January-March) engagement figures went between 85%-98% across the school during this time. Engagement and participation remains high.</p>
<p>2. To close the attainment gap between the most and least disadvantaged children</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Worked in partnership with our PEF Cluster Literacy Development Officer to increase attainment in writing through a refreshed Literacy Strategy, Whole School Target Setting for Writing approach and Whole School Genre Approach. • Worked with our Speech and Language Therapist to enhance Oral Literacy across the school. • Adapted our Whole School Nurture Approach to provide enhanced Nurture Sessions for more pupils.

<ul style="list-style-type: none"> • Our measurable outcome for session 2020/21 was to ensure 85% of pupils in Quintiles 1 will achieve all aspects of Literacy, Maths and Numeracy. <p>NIF Driver: Literacy, Numeracy and Health and Wellbeing.</p>	<p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> -At P1 and P4, Q1 pupils are attaining well above the WLC average for all areas of Literacy and Numeracy. At P7, Q1 pupils are attaining well above the national average for all areas of Literacy. Numeracy attainment sits in line with the WLC average. -Overall at least 85% of pupils living in Quintile 1 are attaining expecting levels for Literacy and Numeracy.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <ul style="list-style-type: none"> • Our measurable outcome for session 2020/21 was that 95% of pupils are reporting that they feel safe at school. <p>NIF Driver(s): Health and Wellbeing.</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Launched our Family Learning Package • Enhanced Whole School Nurture Provision • Continued our Trusted Adult Approach and introduced Mr Talk Turtle • Rolled out Year 2 Resilience Programme and continued Mindfulness twice a day everyday • Developed an HSA Engagement, Wellbeing and Skills Tracker • Developed Resilience Building Back Packs • Achieved our Bronze RRS Award <p>Evidence indicates the impact is:</p> <p>-Self Reporting analysis informs us that across all stages, apart from P5 between 90-100% of our pupils feel safe in school. Distressed behaviour incidents have reduced significantly over the last 3 years. Engagement and Participation Analysis informs us that during Lockdown (January-March) engagement figures went between 85%-98% across the school during this time. Engagement and participation remains high.</p>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people.</p> <p>Our measurable outcome for session 2020/21 was to 90% of P7 pupils would report <i>feeling</i> ready and confident in going to high school.</p> <p>NIF Driver(s): Health and Wellbeing.</p>	<p>We have made ... progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Developed our DYW Toolkit and Map • Continued with Masternoon Sessions • Used Seesaw and Teams very effectively across the school <p>Evidence indicates the impact is:</p> <p>98% of P7 learners report that they are ready and confident to go to high school. 87% of P4-P7 learners across the school use Curriculum Maps effectively to ensure they know where they are in their learning across the curriculum and in terms of Developing the Young Workforce Skills. 82% of P1-P3 pupils use our DYW Toolkit to identify their own skills progression.</p>

Average Attendance Percentage: 95.8% Exclusion Rate: 2 Exclusions

The Catholic School: Developing in Faith theme

Our focus for reflection and dialogue in Session 2020/21 was **Developing as a Community of Faith and Learning**. We have made **very good** progress.

What have we achieved?

- ❖ Continued with our Value and Rule of the week based on the fruits and gifts of the Holy Spirit.
- ❖ We have continued our strong links with our local parish and have a very full Liturgical Calendar incorporating Remote and Digital approaches.
- ❖ We have continued to ensure 2 hours of RE in our curriculum encompassing This is Our Faith and God's Loving Plan.
- ❖ We have continued our Build Up Cupboard and actions in line with our Poverty Proofing Statement.
- ❖ We have taken an Active Part in preparing pupils for the Pope Francis Faith Award.
- ❖ We have continued to celebrate diversity with our One World Focus
- ❖ We have continued to ensure that relationships are at the heart of everything we do with our One Trusted Adult Approach.
- ❖ Prepared pupils meaningfully for the 3 Sacraments.
- ❖ Ensured that P7 pupils took part in their P7 Leaver's Mass.
- ❖ Incorporated Reflections from Father Kenneth in our Family Learning Package.

Our Wider Achievements this year including successes at the time of Remote Learning:

- ❖ Bronze RRS Award
- ❖ Up to 92% Digital Engagement during Lockdown
- ❖ Development of Playground Build Up Boxes
- ❖ Effective Covid Operational Procedures including Gate Greetings, Staggered Playtimes and Lunches, Spaced Out Lining Up Procedures
- ❖ Virtual Assemblies
- ❖ Socially distanced Christmas Lunch, Parties and Fun Day
- ❖ Social Distanced Nativity
- ❖ Virtual Build Up Café
- ❖ Parent's Booking System for parent's Night
- ❖ Outdoor Access to the Build Up Cupboard
- ❖ Sacramental Preparation and Services
- ❖ P7 Leavers Activities-Remote and Virtual
- ❖ Successful dialogue with Education Scotland regarding Remote Learning procedures
- ❖ Zoom PSC Meetings
- ❖ Outdoor and Early Years Grants
- ❖ Very successful Care Inspectorate Visit
- ❖ Digital Award Recognition

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Excellent
3.2 Securing children's progress	Good

See our Nursery Standards and Quality Report for more details.

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)